

School:		
Date:	Teacher's name: Aiguzhinov D	
Grade:	Number present:	absent:
Topic of the lesson: Graphics in JavaScript. Canvas element.		
Learning objective(s) that this lesson is contributing to	The formation of a knowledge system on the technology of creating sites; * Understand the meaning of HTML to create a site and get acquainted with the features of JavaScript; Creation of graphics.	
Lesson objectives	All learners will be able to: <ul style="list-style-type: none"> • Most learners will be able to: • Some learners will be able to: 	
Value links	*Communication skills. * Respect for a different point of view.	
Cross curricular links	Computer science	
Time	Planned activities	Resources
Beginning 5 min	<p>1. Explanation of the new topic:</p> <p>Consider HTML at a level that allows you to create a simple page and get familiar with the basics of HTML.</p> <p>All tags are written in angle brackets <>. Most tags have an opening <> element and a closing </> element, between which is the content to which this effect applies. The document should begin with the <HTML> tag and end with the closing </HTML> tag. These tags indicate that this is an HTML document. It should contain two parts: the heading (HEAD) and the document itself (BODY). That is, between the lines <HTML> and </HTML> there should be <HEAD> </HEAD> and <BODY> </BODY> tags. The title defines the encoding of the page, the name of the page (the one that appears in the window title) and some other information.</p> <p>Consider the basic tags that you will need to create any page.</p> <p>Let's start with the text. Most documents have a title. To create it, use the <hx> </hx> tags, where x is a number from 1 to 6. Having enclosed the text between these tags, you will get a heading.</p> <p><h1> Heading </h1></p> <p><h2> Heading </h2></p> <p><h3> Heading </h3></p> <p><h4> Heading </h4></p> <p><h5> Heading </h5></p> <p><h6> Heading </h6></p> <p>To create a new paragraph, use the <p> tag, then the text of the paragraph and at the end </p>. If you want to simply jump to a new line without creating a paragraph, use the
 tag (so the
 tag does not have a closing tag).</p> <p>Consider character formatting. To make the text bold, place it between the tags, italic - <i> </i>, underlined - <u> </u>.</p>	Slides

**Middle
25 min**

example of the tags	displayed text
<code>bold text </code>	bold text
<code><i>italics</i></code>	<i>italics</i>
<code><u>underlined u</u></code>	<u>underlined</u>

Some tags can be used with attributes (parameters) that are specified in the opening element of the tag (you can specify several attributes in one tag at once). It makes no sense to use some tags without attributes. These tags include the ` ` tag - it can have several attributes (for example, SIZE, FACE, COLOR).

To set the text size, use the SIZE attribute of the `` tag. It allows you to set the text size (by default, the text size is set to 3). By placing the text between the ` ` tags, where x is an integer, you will give it the size you need.

` by placing `

` text `

` between `

` tags ... `

Result:

By putting text **between tags ...**

The font is set using the FACE attribute of the `` tag, where FACE = "Standard True Type Font". Use this attribute very carefully, since the specified font must be present on the user's computer - otherwise the browser will substitute the default font (as a rule, this is Times New Roman). Use fonts that you are sure of, otherwise the user will see the text differently than you.

Example:

` ABC `

` DEF `

` GHI `

` XYZ `

Result:

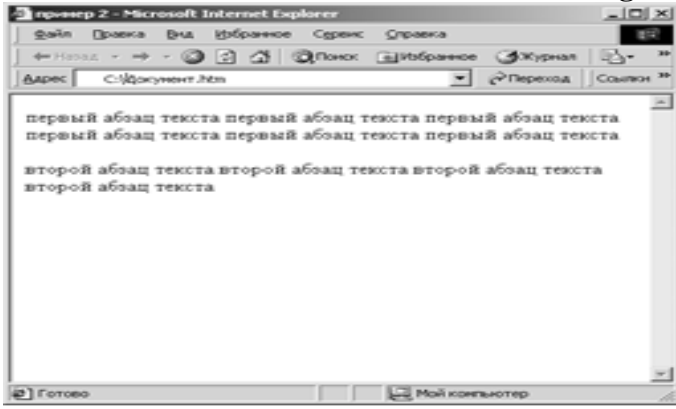
ABC DEF GHI XYZ

Watch video:

In order to engage students in the learning process and bring to the topic of the lesson, it is proposed to watch a video

<https://www.youtube.com/watch?v=i1kV2F3MAfE>

Practical task. Consolidation of new knowledge



2. Lesson summary (frontal survey)

- what is formatting?
- What tags did you use the most?
- what new things did you learn today in the lesson?

End 10 min	Performing tasks on the Kahoot.it website. Homework: Synopsis	Kahoot.it
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Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners’ learning?	Health and Safety
<p>1. By level of support 2. By role in group work</p> <p>Lesson reflection Was the purpose of the lesson or learning goals real and accessible? Have all students reached the learning goal? If the students have not yet reached the goal, why do you think? Did the differentiation in the lesson take place correctly? Did you use time effectively during the stages of the lesson? Were there any deviations from the lesson plan, and why?</p>	<p>1. Self-assessment by template 2. Performing tasks for FD 3. Feedback on the results of tasks, on the basis of reflection (“applause”)</p> <p>Lesson planning includes active forms of class organization.</p>	<p>SP rules when working in the office, Psychological comfort</p>

